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ABSTRACT

This handbook is part of a series of guides developed for use with the Teacher Education Internship Project at the University of North Florida. This guide is written for directing teachers who work with the teacher interns during the practice teaching experience. Sections of the handbook discuss: (1) the clinical supervision model used by the project; (2) policies and procedures of the project, including governance, placement, selection, time expectations and requirements, and evaluation; (3) roles and responsibilities of the directing teacher, the intern, the college supervisor, and the director of field services; (4) supervisory skills in such areas as communication, management, conferencing, observation, data collectiom and analysis, and evaluation; and (5) record keeping. Appendices present information on and samples of evaluation instruments and a professional development plan. (CB)

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HANDBOOK

for

DIRECTING TEACHERS

Developed as a part of the

Teacher Education Internship Project

by

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Revised
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SP 027 860

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OBJECTIVES OF THE HANDBOOK

1. To communicate the policies and procedures governing the internship experience.

2. To provide a philosophical overview of the internship experience.

3. To explain the concept of clinical supervision and its relationship to the internship experience.

4. To describe the roles and responsibilities of the directing teacher, school administrator, intern, college supervisor, and Director of Field Services.

5. To identify and describe the skills needed by the directing teacher.

6. To describe the reporting procedures required of the directing teacher.

OVERVIEW

The internship is the culminating activity of the University of North Florida's undergraduate teacher education program, providing students the opportunity to translate theory into practice, to demonstrate skills in a structured, supportive environment, and to enhance their strengths and improve upon their weaknesses. It is the most important component of the program, since what happens during that experience will determine, in great part, what kind of teacher a student becomes.

As a directing teacher, you are an integral part of this growth process. We recognize each intern as a unique individual who brings to this experience her/his own complex of knowledge, skills, and values. The intern must discover how to mesh these assets with what research tells us about effective teaching as well as with specific expectations which the local system may require of all teachers. Along with the college supervisor and others who may wish to play support roles, you are the catalyst in this process.

For optimal change to occur during the internship, we endorse the concept of the clinical supervision model, whereby the intern, directing

teacher, and college supervisor work as a team to determine appropriate goals for the intern. The change process occurs as directing teacher and supervisor conduct planned observations and gather data which is analyzed prior to conferencing with the intern to establish/modify long-range goals. So the observers function as a support team to the intern in the establishing and attaining of goals for becoming an effective teacher. How rapidly an intern moves through this process will depend upon the intern's prior experiences, ability, and motivation, as well as upon the efforts of the support team. Behavior change should begin with the intern, who must recognize and accept the need to change. Therefore, one responsibility of both the directing teacher and the college supervisor is to establish a relationship with the intern and to maintain a positive climate in which the intern feels free to change. It will be your challenge to create conditions whereby the intern can approach the limits of his/her potential.

THE CLINICAL SUPERVISION MODEL

The primary responsibility of the directing teacher is to encourage the intern's professional growth in becoming an effective teacher. This purpose is consistent with the concept of clinical supervision. Clinical supervision is a process of deliberate observation and intervention which has as its goal the improvement of instruction. It may be conceptualized as a cycle containing the following phases*:

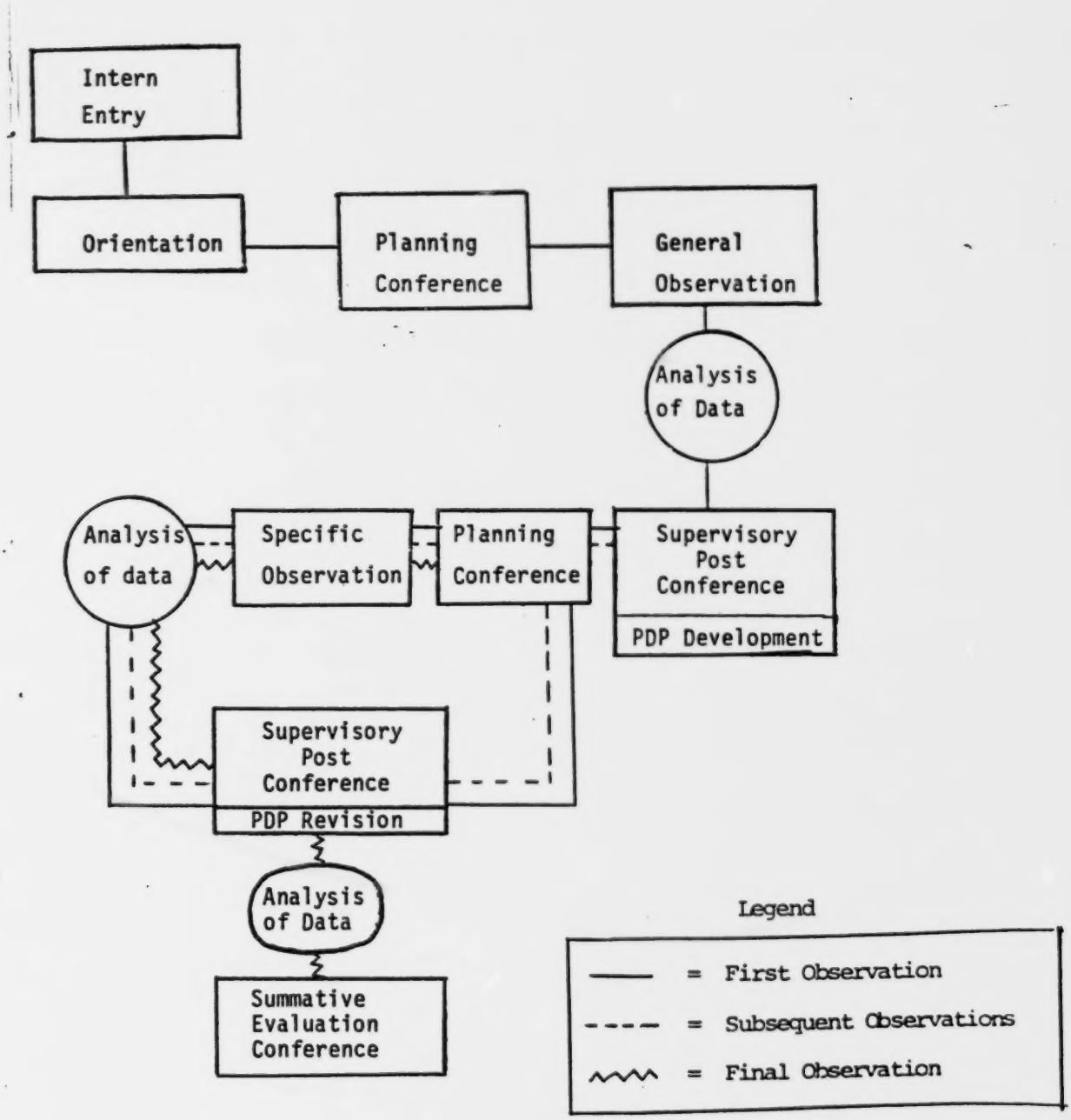
establishing the intern-supervisor relationship,
planning for instruction,
observing instruction,
analyzing data gathered during observation,
planning conference strategy, based upon data analysis,
post conferencing, and
setting goals for improved instruction.

As you can see, each team member is involved in all stages of the process. The directing teacher plans with the intern, observes classroom events consistent with agreed-upon objectives, collects and analyzes data, shares conclusions with the intern, and assists the intern in planning for change, based upon that process. The process

* See Figure 1 for a diagram of this process.

Figure 1

Clinical Supervision Cycle



PDP = Professional Development Plan

should be goal oriented, systematic, yet flexible enough to accommodate all the unique situations in a given setting.

Feedback provided to the intern in this process is diagnostic rather than judgemental, since the purpose, at this point, is not to grade the intern, but to encourage growth. Instead, each post-observation conference provides the focus for subsequent observation and analysis, as the team follows through on decisions made at that time. Summative evaluation must occur at the conclusion of the experience in order to assign grades for course credit, but this purpose should not intrude into the clinical supervision cycle, since it may contaminate the process.

The team may choose to construct appropriate data-gathering instruments for observation, or they may choose to use those developed for use by the Office of Field Services. They should experiment with a variety of instruments, and may want to include the materials used for this purpose in the Florida Beginning Teacher Program, since our undergraduate programs incorporate the Domains of the Florida Beginning Teacher Program and the Generic Competencies.

POLICIES AND PROCEDURES

Policies which govern the Internship Program at the University of North Florida are developed cooperatively by the Director of the Office of Field Services and the College of Education and Human Services Field Services Committee, in collaboration with the Field Services Advisory Committee, which includes representatives from the counties in the service region. These policies are systematically reviewed, revised and expanded as a need is indicated by feedback from program participants.

Governance

1. During the internship semester, the intern acts under the direction and supervision of the school staff, with the directing teacher and the principal or his/her designee assuming primary responsibility. Specific responsibilities for the school administrator are identified in Section five, page thirteen.

2. The summative evaluation of the intern includes written documentation concerning the intern's demonstration of the eight objectives of internship. The college supervisor, in consultation with the directing teacher, will determine the intern's final grade.

A grade lower than C reflects unsuccessful completion of the internship.

Placement Policies

1. In the placement of interns, the Office of Field Services gives preference to those schools who are able to accommodate a cluster of 6 to 8 interns. An effort is made to rotate cluster sites to ensure the equitable distribution of interns to schools.

2. The Office of Field Services analyzes the intern's experiences as a pre-intern in order to recommend an internship experience which provides a broad total experience in terms of school settings and grade levels.

3. Any change in the assignment of an intern will be made only upon mutual agreement of the county representatives and the Director of Field Services.

4. Each intern is assigned to a single teacher in the school, who serves as the directing teacher. The Tuition Voucher given for service as a directing teacher will be assigned to this individual.

5. In the event that an elementary school provides departmentalized

instruction, the directing teacher should make arrangements for the intern to work with other teachers at the grade level to ensure that the intern has opportunities to teach in all content areas.

Placement Procedures

1. Students who have met the pre-requisites for internship complete an application form and submit it to the Office of Field Services. This form is forwarded to the district contact person in the county in which the intern has requested placement.

2. The district contact person identifies schools which have indicated an interest in being assigned a cluster of interns (normally 6 to 8) and the school administrator responds to a request for placement. If the school administrator accepts the cluster of interns, the district contact person forwards the intern applications to the school.

3. The school administrator examines the list of teachers who meet the criteria established by the university for directing teachers and who wish to be assigned an intern. (See page 10 for these criteria.) The school administrator assigns each intern to a directing teacher.

4. The school administrator returns the application forms to the district contact person, who retains one copy and forwards the other copies to the Office of Field Services and to the school administrator.

Directing Teacher Selection Procedures

The directing teacher will possess all of the following attributes:

express an interest in supervising an intern by completing a letter of intent during pre-planning,

have completed at least three years of teaching experience,

have received ratings no lower than "needs improvement" on annual performance evaluations(no "unsatisfactory" ratings),

demonstrate a commitment to the profession, as indicated by professional behavior and positive attitudes,

demonstrate leadership potential,

understand and establish realistic expectations for interns,

demonstrate effective communication and interpersonal skills, and

demonstrate cooperative working relationships with other faculty, staff, and administration.

Time Expectations/Requirements

1. The length of the internship experience in the school varies within Divisions. For interns enrolled in the Division of Curriculum and Instruction, the length of internship is sixteen weeks. The interns are required to spend a minimum of 400 hours on site, of which a minimum of 200 hours in active teaching is required. Interns enrolled in Special Education are required to spend 300 hours on site, of which a minimum of 150 hours in active teaching is required. Other arrangements may apply for special students enrolled for a limited experience.

2. The intern will observe the same hours as does the directing teacher, arriving and departing the school at the same time as the directing teacher. The intern will follow the school calendar with regard to holidays rather than adhering to the university calendar, should these two not conform.

3. The intern will participate in school events and activities

outside the regular school day as they are required or expected of the directing teacher.

4. It is the responsibility of the intern to notify the directing teacher in the event that illness prevents the intern from fulfilling his/her responsibilities. Extended absences due to illness should be communicated to the college supervisor and to the Director of Field Services, as well.

Evaluation

1. Each intern will receive regular formative feedback regarding his/her performance from both the directing teacher and the college supervisor. This verbal and written feedback is designed to assist the intern in maintaining effective behaviors and in reducing/changing ineffective behaviors. The written feedback also serves to document that the intern has received adequate supervision during the internship experience.

2. The summative evaluation of the intern includes written documentation concerning the intern's demonstration of the thirty-five generic competencies and the demonstration of the eight objectives of internship. The college supervisor, in consultation with the directing teacher, will determine the intern's final grade. A grade lower than C reflects unsucessful completion of the internship.

ROLES AND RESPONSIBILITIES

Roles and Responsibilities of the Directing Teacher

The specific roles and responsibilities of the directing teacher are described in terms of: Liason With the School, Liason With the Community, Liason With the University, Responsibilities to the Intern, and Responsibilities to the Office of Field Services.

Liason With the School

In establishing this climate, the directing teacher first serves as the primary liason between the school and the intern. In this capacity, the directing teacher:

a. facilitates communication between the intern and the school faculty, staff, and administration,

b. orients the intern to the philosophy, policies, and procedures of the school and the district,

c. clarifies the roles and responsibilities of the intern as they relate to the specific school site and assigned classes, and

d. orients the intern to the resources provided by district-level supervisors and staff.

Liason With the Community

The directing teacher also serves as the liason between the intern and the community served by the school. Thus, the directing teacher:

a. assists parents in understanding the role of the intern as a developing professional, and

b. encourages the intern to participate in school/community activities and functions.

Liason With the University

As the primary liason between the university and the school, the directing teacher:

a. works cooperatively with the college supervisor and the intern to develop an evolving, developmental professional plan which provides opportunities for the intern to:

(1) demonstrate the eight objectives of

internship through selected enabling activities,

(2) demonstrate the thirty-five(35) generic competencies as identified by the Department of Education,

(3) observe teaching behaviors and participate in teaching behaviors as the initial step to assuming full teaching responsibilities,

(4) become involved in out-of-class activities,

(5) identify and remediate areas which need improving and enhance existing areas of strength,

b. orients the college supervisor to the school and to the class(es) with which the intern is working,

c. discusses any questions or concerns regarding his/her roles and responsibilities with the college supervisor,

d. provides verbal and written feedback on the progress of the intern to the college supervisor,

e. collaborates with the college supervisor to determine when the intern is able to develop less-detailed lesson plans and jointly determines an abbreviated format,

f. confers with the college supervisor concerning the mid-term evaluation of the intern and provides the supervisor with a copy of this interim evaluation, and

g. confers with the college supervisor concerning the summative evaluation of the intern.

Responsibilities to the Intern

The directing teacher is the one variable in the internship experience which most directly and consistently influences the professional growth of the intern. It is the directing teacher who interacts with the intern on a daily basis and serves as the role model for the intern. Therefore, it is important that the roles and responsibilities of the directing teacher to the intern be identified.

The directing teacher:

a. provides professional supervision for the intern,

b. communicates clearly and precisely his/her expectations of the intern and ensures that the intern understands these expectations,

c. orients the intern to the class(es) by providing information regarding the abilities and needs of pupils,

d. orients the intern to the objectives for each class/subject area and the curriculum which supports pupil acquisition of these objectives,

e. develops a flexible schedule for the semester which indicates the responsibilities of the intern -- what the intern will be doing and in what time frame,

f. confers with the intern concerning the

development of the intern professional plan and suggests specific enabling activities for each intern objective,

g. monitors the intern's experiences to ensure that an appropriate number of hours are accumulated in observation, participation, teaching, and out-of-class activities,

h. serves as a positive model for the intern,

i. provides opportunities for the intern to observe effective management of student conduct and to practice these skills,

j. provides opportunities for the intern to demonstrate the ability and motivation to interact with pupils in positive ways,

k. assists the intern in the initial planning for teaching by reviewing written lesson plans, making suggestions, and assisting in the location of relevant materials and resources,

l. encourages the intern to be creative by providing opportunities for the intern to be innovative and by supporting the intern's efforts,

m. observes intern behaviors formally and informally and provides both verbal and written feedback in a way which facilitates the intern's ability to accept the feedback and to change behaviors as needed,

n. assumes the role of mentor and "coach" by observing the intern practice specific skills and providing feedback,

o. assumes the role of clinical supervisor by:

(1) conferring with the intern in a supervisory planning conference regarding a teaching assignment,

(2) observing the intern,

(3) analyzing data collected during the observation,

(4) providing feedback to the intern in a post-supervisory conference,

(5) revising the intern's professional plan as needed,

p. assists the intern in understanding the procedures by which the directing teacher measures and evaluates pupil achievement,

q. provides opportunities for the intern to measure and evaluate pupil achievement,

r. provides opportunities for the intern to observe, and participate in, the record-keeping responsibilities of the teacher,

s. completes a mid-term evaluation of the intern using the Internship Profile and shares a copy with the intern to assist him/her in identifying areas which need improvement,

t. assists the intern, as needed, in making career decisions, and

u. analyzes the intern's professional attitudes and behavior and his/her commitment toward teaching as a career.

Responsibilities to the Office of Field Services

The directing teacher also assumes certain responsibilities in relation to the Office of Field Serives. In this regard, the directing teacher:

a. completes a mid-term and final evaluation of the intern using the Internship Profile and forwards the original copies to the Office of Field Services,

b. provides written documentation concerning the intern's:

(1) demonstration of the thirty-five generic competencies for teachers as identified by the Department of Education,

(2) hours accumulated in internship in the categories of observation, participation, teaching, and out-of-class,

c. provides feedback concerning his/her perceptions of the preparation and performance of the intern for the purpose of program evaluation by the College of Education and Human Services,

d. assists in the identification of skills and information needed by directing teachers and suggests the most effective delivery system, and

e. participates in training sessions coordinated by the Office of Field Services and the College of Education and Human Services to enhance supervisory skills.

Roles and Responsibilities of the Intern

The roles and responsibilities of the intern shall be:

a. to assume all professional roles and

responsibilities expected of the directing teacher,

b. to demonstrate the thirty-five generic competencies,

c. to demonstrate and document the achievement of the eight objectives of internship,

d. to "accumulate" the appropriate number of hours in teaching, plus hours in observation participation, and out-of-class activities,

e. to attend and participate in Intern Seminars on campus, and

f. to complete assigned record-keeping responsibilities.

Roles and Responsibilities of the College Supervisor

Because the directing teacher works closely with the college supervisor, it is important that he/she be aware of the roles and responsibilities of the college supervisor. The responsibilities of the college supervisor are divided into three areas: Liason with the

Cooperating School, Assistance to the Directing Teacher, and Responsibilities to the Intern.

Liason with the Cooperating School

As the primary liason between the university and the cooperating school, the college sueprvisor works closely with the school to develop a plan which facilitates the professional growth of the intern and enhances the program of the cooperating school. To this end, the college supervisor:

a. facilitates communication between the personnel of the cooperating school and the university,

b. orients the cooperating school personnel with to the philosophy, organization, and objectives of the internship program,

c. clarifies the roles and responsibilities of the cooperating school personnel regard to the intern and the university,

d. serves as a resource to the faculty and staff of the school, and

e. provides professional services to the cooperating school, if feasible.

Assistance to the Directing Teacher

An important responsibility of the college supervisor, and one which significantly impacts the quality of the internship experience, is to provide direction and assistance to the directing teacher. To facilitate the effective and efficient participation of the directing teacher, the college supervisor:

a. confers with the directing teacher to assist in the orientation of the directing teacher and the intern,

b. assists the directing teacher in understanding his/her roles and responsibilities in the internship experience,

c. assists the directing teacher in planning and organizing a program for the intern which gives her/him optimal opportunity to demonstrate the specified competencies in internship,

d. assists the directing teacher in developing and organizing a plan for the intern which allows her/him to become increasingly responsible for teaching behaviors,

e. familiarizes the directing teacher with record-keeping responsibilities associated with the supervisory process,

f. assists the directing teacher in developing skills in the process of clinical supervision (observing, analyzing, conferencing, evaluation) through verbal communication and modeling,

g. assists the directing teacher in the selection and use of effective formative instruments for intern observation and feedback,

h. confers with the directing teacher and intern to develop a professional plan for the intern designed to enhance strengths and remediate weaknesses,

i. assists the directing teacher in detecting, analyzing, and providing feedback to interns who experience serious difficulties in the internship experience,

j. seeks input and recommendation from the directing teacher concerning the summative evaluation of the intern, and

k. serves as a resource to the directing teacher and other personnel in the cooperating school.

Responsibilities to the Intern

While the college supervisor performs an important service to the cooperating school and to the directing teachers, the primary function of the college supervisor is to facilitate the professional growth of the intern. Each intern is a distinct individual who requires the college supervisor to assume different roles at different times. However, it is possible to identify the ways in which college supervisors generally provide assistance to the intern. To assist the intern, the college supervisor:

a. confers with the intern to orient him/her to

the cooperating school to which he/she has been assigned,

b. orients the intern to the objectives of internship and his/her responsibility for the demonstration of the specified competencies,

c. communicates to the intern the expectations for participation in intern seminars,

d. facilitates communication between the intern and the directing teacher,

e. monitors the intern's experiences to ensure an appropriate number of hours are accumulated in observation, participation, and teaching,

f. assists in the resolution of any problems which the intern encounters in the internship setting,

g. familiarizes the interns with the formative instruments to be used for observation,

h. confers with the intern in a planning pre-conference before each scheduled observation,

i. observes the intern a minimum of three times for scheduled observations with at least one unannounced observation, to analyze effective and ineffective teacher behaviors and the intern's demonstration of the stated competencies,

j. confers with the intern and with the directing teacher in a supervisory post-conference following each observation, to share analysis of the teaching behaviors observed,

k. provides written feedback of the intern following each formal observation,

l. provides written documentation concerning the formative observation of the intern to the Director of Field Services,

m. creates, in collaboration with the directing teacher and intern, an evolving professional development plan intended to enhance strengths and remediate weaknesses of the intern,

n. requests that other college supervisors or professionals observe the intern, if additional feedback is needed,

o. discusses the intern's personal problems as they relate to and impact his/her effectiveness in internship and suggests referrals, as requested,

p. analyzes the intern's written daily lesson plans and unit plans to ensure effective planning by the intern,

q. examines and provides feedback to the intern regarding her/his portfolio, if one is required by the college supervisor,

r. observes, examines written materials, and confers with the intern in order to

document the intern's demonstration of the state-mandated thirty-five competencies for teachers,

s. analyzes the intern's professional attitudes and commitment toward teaching as a career,

t. discusses the professional goals of the intern and provides counsel,

u. communicates the process and procedures to be used in determining the summative evaluation of the intern,

v. orients the intern to the instrument to be used for summative evaluation,

w. confers with the intern and the directing teacher, at the conclusion of internship, regarding the summative evaluation of the intern,

x. shares with the intern the written summative evaluation which becomes a part of the intern's

placement papers at the university, and

y. recommends a change in placement of the intern or the removal of the intern, if needed, in a professional manner so as to maintain the integrity and esteem of all concerned.

The roles and responsibilities of the college supervisor will vary according to the type of school setting to which the intern is assigned. Interns at the university may be assigned to a regular school site, a cluster site, or an intensive site.

A regular school site is a school in which one or several interns are assigned. A cluster site is defined as a school which serves as the placement for a number of interns, usually six to eight. While the role of the supervisor at a cluster site is consistent with the role of the supervisor at the regular site, the placement of several interns within one school allows for more efficient supervision by the college supervisor.

Particularly significant is the fact that the cluster site facilitates increased observation and supervision by the college supervisor. The interns benefit by maximum contact with the college supervisor and by the camaraderie which usually develops among the interns. This

association with other interns is particularly beneficial for the intern who lacks self confidence or who can benefit from ideas and resources shared by the other interns. This clustering of interns also allows the college supervisor to have increased contact with the school to facilitate professional growth of the faculty and to enhance the cooperative relationship between the school and the University of North Florida.

Intensive Site

The role of the college supervisor of interns at an intensive site encompasses the roles of supervisors at regular sites and at cluster sites. In addition, the college supervisor, because of his/her reduced teaching responsibilities, is able to provide additional preservice instruction to the intern and inservice assistance to the school faculty and staff. The function of the college supervisor at the intensive site is largely determined by the school administrator and teachers, who determine in what ways the supervisor can best serve as a resource.

In schools which serve as intensive sites, college supervisors often provide the following services and participate in the following activities:

a. provide increased observation and conferences for interns,

b. assist teachers in developing curriculum materials for use in their classes,

c. demonstrate specific teaching strategies in classrooms,

d. provide inservice to faculty,

e. develop protocol tapes at the school for use in classes at UNF,

f. provide information to faculty regarding graduate courses and programs available at UNF,

g. tutor individual and small groups of students with special needs,

h. organize a professional library for use by interns and directing teachers,

i. develop a special course for faculty at an intensive site,

j. attend county inservice and school social

activities, at the invitation of the school,

k. assist grade level teachers in organizing materials to facilitate use by the teachers,

l. guide interns to be more effective observers and evaluators of teacher behavior by video-taping each other, and

m. enhance the relationship between UNF and the school through increased contact with all faculty and staff.

It is suggested that faculty who are supervising cluster and intensive sites have an initial meeting during the first week of the semester with the principal and suggest ways they can provide service to the school. At that time, the principal may take the initiative to use the college supervisor as a resource, or the supervisor may make specific suggestions. During the semester, the college supervisor, intern, and directing teacher are encouraged to make suggestions to the principal as to ways in which the college supervisor can serve the pupils and the faculty.

Roles and Responsibilities of the Director of Field Services

The directing teacher also needs to be cognizant of the role of the Director of Field Services for the College of Education and Human Services, since this position affects the role of the directing teacher.

The Director of Field Services provides leadership and direction for the internship program. The responsibilities of the Director are organized into six general categories:

(1) Professional Relationships,

(2) Policy-Making and Implementation,

(3) Placement of Interns,

(4) Orientation of Directing Teachers,

(5) Record-Keeping, and

(6) Program Evaluation.

Professional Relationships

One of the most important responsibilities of the Director of Field

Services is to establish and maintain a positive professional relationship with the educators in the service area, both at the district level and at the local school level. More specifically, the Director of Field Services:

a. represents the university to the professional community in a positive manner,

b. maintains professional contact with educators at the district and school level,

c. communicates the philosophy and purposes of the internship program to personnel at the district and local level,

d. examines and is sensitive to the needs of the schools in relation to expectations being made of them by the university,

e. determines means by which the university community can provide service and assistance to the schools in the service area, and

f. communicates, when requested, the availability of teacher education graduates for positions in schools.

Policy-Making and Implementation

In the area of policy-making and implementation, the Director of Field Services:

a. assists in the development of established policies and procedures for internship consistent with state mandates and university philosophy,

b. communicates established policies and procedures to appropriate university personnel,

c. communicates established policies and procedures to personnel at the district level and in the cooperating schools, and

d. orients interns to the university

policies and procedures which will affect their internship experience.

Placement of Interns

In order to facilitate intern placement, the Director:

a. distributes application forms to all students seeking to enroll in internship,

b. determines the eligibility of candidates for internship,

c. prepares placement recommendations through the appropriate county contact person,

d. makes the most appropriate and efficient placement of the intern in the cooperating school, ensuring that "other-cultural" and "other-grade-level" criteria are met,

e. communicates intern placement information to university personnel: division chairpersons,

program directors, and college supervisors,

f. communicates intern assignments to cooperating school personnel: principals and directing teachers,

g. communicates to intern his/her school assignment and the name of the college supervisor, and

h. assists the college supervisor in the reassignment of an intern, if necessary.

Orientation of Directing Teacher

The Director of Field Services assumes the responsibility of initially orienting the directing teacher in his/her roles and responsibilities. The Director:

a. provides the directing teacher with information regarding the personal background and professional preparation of the intern,

b. provides the directing teacher with information regarding the general policies and procedures of internship,

c. provides the directing teacher with information regarding his/her role and responsibilities in the internship program, and

d. distributes to the directing teacher the materials, forms, and instruments used for record-keeping.

Record-Keeping

To facilitate an effective and efficient internship program, records must be maintained. All of the personnel involved in the internship program -- the Director, college supervisor, directing teacher, and intern -- have responsibilities in this regard. It is one of the functions of the Director of the Field Services to facilitate this process. Thus the Director:

a. provides overall leadership and direction for the development and revision of materials,

forms, and instruments for the internship program,

b. distributes materials, forms, and instruments regarding the internship program to the intern, directing teacher, and college supervisor, and

c. maintains records of the internship program as required by the state for documentation and evaluation purposes.

Program Evaluation

In order to increase the effectiveness and efficiency of the internship program, data must be collected and evaluated. The Director of Field Services facilitates program evaluation via assessment of the internship program by:

a. collecting data from the intern, directing teacher, and the college supervisor on the quality of the internship experience,

b. collecting data from the intern, the directing teacher, and the college

supervisor on the effectiveness of the teacher education program to prepare the students for internship,

c. collecting data from the intern and the directing teacher on the quality of supervision by the college supervisor,

d. analyzing data regarding the effectiveness of the internship experiences, for use in program evaluation, and

e. analyzing data regarding the effectiveness of the teacher education program to prepare students for internship and sharing results with the Dean, Division Chairpersons, Program Directors, and members of the College Field Services Committee.

SUPERVISORY SKILLS

The university has identified specific competencies which are required in order to implement the clinical supervision model. A description of these follows.

Communication Skills

The ability to send and receive messages in a supportive manner is a necessary precondition to all of the phases of the model. Communication includes both verbal and non-verbal messages. Persons adept in this area will achieve congruence between what they mean and what they say, and will communicate in a way that encourages acceptance of the message by the receiver. Communication skills are demonstrated in informal, casual circumstances as well as in planned conferences and feedback sessions.

Management Skills

Management skills include the ability to plan for timely completion of all role expectations as well as the ability to make decisions on the spur of the moment, when the situation requires it. The good manager will prepare for observation and conferencing with the intern,

give day-to-day direction where requested or needed, and be ready to intervene when necessary. Management styles may differ, according to the needs and personalities of those involved. Non-directive feedback is often an effective management strategy when addressing problems encountered by interns.

Conferencing Skills

Conferencing skills include the ability to elicit information and offer guidance to the intern prior to teaching, and the ability to provide constructive feedback following observation. The effective directing teacher knows a variety of strategies for eliciting insightful statements from the intern, as well as ways to give direction without intimidating or alienating her/him. A repertoire of questioning strategies is useful for either purpose, and can be employed in the pre-conference as well as the post-conference.

Observation Skills

Observation skills are those skills which enable one to be a close and accurate observer of teaching/learning behaviors. These skills include the ability to distinguish between random and pattern behavior, to focus on important rather than trivial behaviors, and to be aware of the "total picture" at any given moment. It is essential

that the intern observer be able to approach a situation as objectively as possible, and to gather as much data as possible in any instance. Good observation skills will help one to achieve these goals.

Data Collection and Analysis Skills

Data collection and analysis skills include the storing of informal measures in the memory, as well as the formal measurement via checklists and other instruments of planned observations. Data should be as complete as possible before evaluations are made. The use to which data is put will vary, depending upon the stage of the intern's development. Normally the observer analyzes the data, making inferences from those measures, and uses that information to structure the post-conference. From that data collection, analysis, and conferencing, the professional development plan is structured.

Evaluation Skills

Evaluation skills include the ability to use data collected both formally and informally to make wise decisions. Formative evaluation procedures are those which allow the observer to make conclusions about the intern's developing skill levels and to direct growth based upon that information. These evaluations are descriptive in nature, rather than judgemental. Summative evaluation is that which occurs

at the end of the internship, via which one estimates the intern's accomplishments to date and assigns a relative value(grade) to that performance.

RECORD KEEPING

1. The directing teacher assists in documenting the performance of the intern by assuming specific record-keeping responsibilities.

2. Based upon initial observation of the intern, the management support team will develop, in collaboration with the intern, a Professional Development Plan. The purpose of this plan is to identify intern improvement objectives and enabling activities to assist the intern in accomplishing the stated objectives. Anticipated completion dates are identified and the actual dates are recorded when the objectives have been completed. The Professional Development Plan is revised as the needs of the intern change.

3. In observing the intern, the directing teacher will provide written feedback indicating areas of strengths and weaknesses. The directing teacher may choose to use the Intern Formative Evaluation for this purpose, select another feedback instrument, or develop an alternative form. A copy of the form should be given to the intern in the post-observation supervising conference, a copy given to the college supervisor, and

a copy forwarded to the Office of Field Services.

4. At the conclusion of the internship experience, the directing teacher will submit four documents to the Office of Field Services: Autobiographical Card, Report of Time Distribution, Generic Competency Check List, and the Internship Profile. The Autobiographical Card provides information to the Office of Field Services on each directing teacher.

   The Time Distribution Report documents the hours the intern has accumulated in the categories of observation, participation, teaching, and out-of-class activities. It is the responsibility of the intern to maintain his/her record of hours during internship and submit the total hours to the directing teacher to complete this form and forward to the Office of Field Services.

   The Generic Competency Check List documents the intern's demonstration of the thirty-five generic competencies for teachers as identified by the state. This document is submitted to the Office of Field Services at the conclusion of the internship experience.

   The Internship Profile serves as the summative evaluation instrument for the intern. Both the directing teacher and the college supervisor complete an Internship Profile. While the

college supervisor secures regular feedback from the directing teacher concerning the intern's professional growth, the intern's final grade is the responsibility of the college supervisor. The Internship Profiles are maintained in the Office of Field Services and in the Center for Career Development as a part of the intern's placement files.

APPENDIX A

FORMATIVE INSTRUMENTS

INTERN FORMATIVE EVALUATION

INTERN_____ SCHOOL_____

COUNTY_____ GRADE LEVEL/SUBJECT_____

Rating Scale: 5 = Excellent 4 = Above Average 3 = Average 2 = Below Average
1 = Inferior

Objective I						
1. Learning objectives were clear to pupils.	1	2	3	4	5
2. Learning objectives were appropriate for pupil's needs.	1	2	3	4	5
3. Knowledge of content was adequate for lesson.	1	2	3	4	5
Objective II						
4. Pupil on-task behavior was recognized and rewarded.	1	2	3	4	5
5. Pupil off-task behavior was identified and remedied.	1	2	3	4	5
6. Learning environment was managed effectively.	1	2	3	4	5
Objective III						
7. Content was presented and developed effectively.	1	2	3	4	5
8. Resource materials facilitated pupil acquisition of objectives.	1	2	3	4	5
9. Seatwork/homework was effectively explained and supervised.	1	2	3	4	5
Objective IV						
10. A variety of effective teaching strategies was employed.	1	2	3	4	5
11. Pupil understanding of concepts, principles, laws, and/or rules was facilitated.	1	2	3	4	5
Objective V						
12. Communication was clear and organized.	1	2	3	4	5
13. Communication was effective in motivating pupils.	1	2	3	4	5
14. Communication assisted pupils in identifying important information.	1	2	3	4	5
Objective VI						
15. Informal observation and measurement of pupil learning was effective.	1	2	3	4	5
16. Formal measurement and evaluation of pupil learning was effective.	1	2	3	4	5
Objective VII						
17. Pupils were treated with dignity and respect.	1	2	3	4	5
18. Pupils with special needs were given effective instruction and supervision.	1	2	3	4	5
Objective VIII						
19. Intern interaction with teacher was professional.	1	2	3	4	5
20. Intern interaction with other adults in the school was professional.	1	2	3	4	5

COMMENTS:

Time in Observation_____

Time in Conference_____

College Supervisor_____

Date_____

INTERN BEHAVIORS INSTRUMENT

Intern _____ School _____

Grade Level/Subject _____ Date _____

Time in Observation _____ Time in Conference _____

Behaviors to Continue/Maintain:

Behaviors to Increase:

Behaviors to Reduce/Stop/Avoid:

New Activities to Try:

_____
College Supervisor

APPENDIX B

SUMMATIVE INSTRUMENTS

TERNSHIP PROFILE

.tern _____ Grade, Subject, or Area _____

.recting Teacher _____ School _____

ɔunty _____ Dates of Experience: From: _____ To: _____

lease comment on the QUALITY of each of the following with a narrative tatement reflecting the Intern's observed strengths and/or areas in eed of improvement. Circle number to indicate evaluation level:
= Excellent 4 = Above Average 3 = Average 2 = Below Average 1=Inferior

:OMPETENCIES:	LEVEL:	COMMENTS:
1. Knowledge of Content	5 4 3 2 1	
2. Effective Management of Learner & Environment	5 4 3 2 1	
3. Presentation and Development of Content	5 4 3 2 1	
4. Variety of Effective Teaching Strategies	5 4 3 2 1	
5. Effective Communication	5 4 3 2 1	
6. Effective Measurement and Evaluation Strategies	5 4 3 2 1	
7. Rapport With Pupils	5 4 3 2 1	
8. Demonstration of Professionalism	5 4 3 2 1	

Summarizing Statement: (A descriptive statement which best describes the intern's demonstrated competencies and potential for the teaching profession.)

_____

_____

_____ 24 _____ _____

College Supervisor or Directing Teacher — Grade in Internship (College Supervisor only) — Date

BEST COPY AVAILABLE

BEST COPY AVAILABLE

GENERIC COMPETENCIES

		INITIAL	DATE
1.	The ability to orally communicate information on a given subject in a coherent, logical manner.		
2.	Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structures.		
3.	The ability to comprehend and interpret a message after listening.		
4.	Demonstrate the ability to read, compose, and interpret orally and in writing, professional material.		
5.	Demonstrate the ability to comprehend and work with fundamental mathematical concepts.		
6/19.	The ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom and to counsel the same students concerning their needs in these areas.		
7.	Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic lists, teacher observation and student records.		
8.	Identify long range goals for a given subject area.		
9.	Construct a given set of instructional objectives for student learning needs.		
10.	Select/adapt/develop materials appropriate for a given set of instructional objectives and student learning needs.		
11.	Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.		
12.	Establish rapport with students in the classroom by using verbal and/or visual motivational devices.		
13.	Present directions for carrying out an instructional activity.		
14.	Construct or assemble a classroom test to measure students' performance according to criteria based upon objectives.		
15.	Establish a set of classroom routines and procedures for utilization and care of materials.		
16.	Formulate a standard for student behavior in the classroom.		
17.	Use effective behavior management techniques.		
18.	Identify and/or develop a system for keeping records of class and individual student progress.		
19.	Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic and economic groups.		
20.	Demonstrate instructional and social skills which assist students in developing a positive self-concept.		
21.	Demonstrate instructional and social skills which assist students in interacting constructively with their peers.		
22.	Demonstrate teaching skills which assist students in developing their own values, attitudes and beliefs.		
23.	Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students.		
24.	Demonstrate the ability to stimulate and direct student thinking & to check student comprehension by questioning techniques.		
25.	Demonstrate the ability to provide practice to promote learning and retention.		
26.	Demonstrate the ability to treat student talk in ways that encourage student participation and maintain academic focus.		
27.	Demonstrate the ability to use feedback procedures that give information to the student about the appropriateness of his/her response.		
28.	Demonstrate the ability to conduct review of subject matter.		
29.	Demonstrate the ability to use class time effectively.		
30.	Demonstrate the ability to present forms of knowledge such as concepts, laws, and rules.		
31.	Demonstrate the ability to control the quality of vocal expression.		
32.	Demonstrate the ability to use body language to express interest, excitement, joy and personal relations.		
33.	Demonstrate the ability to give examinations in a manner to minimize anxiety and cheating and to provide appropriate feedback on test performance.		
34.	Demonstrate the ability to recognize signs of severe emotional distress in students and the ability to utilize techniques of crisis intervention.		

Directing Teacher Signature Date

Intern Signature Date

College Supervisor Signature Date

APPENDIX C

PROFESSIONAL DEVELOPMENT PLAN

INTERN PROFESSIONAL DEVELOPMENT PLAN

Intern _____ Directing Teacher _____

School _____ Date _____ College Supervisor _____

INTERN IMPROVEMENT OBJECTIVES	ENABLING ACTIVITIES	COMPLETION DATES		SIGNATURES		
		Anticipated	Actual	Intern	D.T.	C.S.